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December 12, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Pamela Herman 

RE: WRITTEN REPORT: HED ARTICULATION AND TRANSFER OF CREDITS: ANNUAL REPORT

The *Post-secondary Education Articulation Act*, enacted in 1995 and amended in 2005, requires the Higher Education Department (HED) to provide an annual report to the Legislative Finance Committee (LFC), the Legislative Education Study Committee (LESC), and the Governor regarding the status of articulation programs and the transfer of students between public postsecondary institutions. The statute requires that the report include an analysis of the following:

- the number of students transferring between campuses;
- the number of credits being requested and accepted for transfer;
- institutions denying transfer of credits and reasons for denial;
- the progress of transfer students at receiving institutions;
- the average number of credit hours earned by graduating transfer students compared to the average number of credit hours earned by graduates who originated at the institution; and
- a summary of student complaints regarding articulation.

Statute also provides that the report must:

- contain data and other information obtained on both a statewide and individual institutional basis;

- look at outcomes with regard to such factors as transfer rates, persistence rates after transfer, and graduation rates; and
- identify each institution against which a meritorious complaint has been filed, summarizing the recommendations of the department regarding those complaints.

Finally, the law establishes a timetable for implementation of transfer modules that were mandated in the 2005 amendments. A transfer module is a “standardized list of courses established by the department for which credit is accepted for transfer from one institution to another.” Credits in a transfer module must be accepted to meet lower-division graduation requirements of an institution’s degree granting programs; and transfer modules must be accepted in total, as a block, so that upon transfer of a completed discipline module, the student is granted admission to an upper division program (except in limited access programs).

The attached report from HED addresses most, but not all, of the requirements of the law for the 2006 academic year, and provides selected data on a historical basis beginning in 1994. The report summarizes the progress of HED and institutions in developing both the general education core and discipline transfer modules. In addition, it provides a brief outline of the work planned for 2008.

The report contains data and other information on a statewide basis, but not on an individual institutional basis as the statute requires. It also does not include information about student articulation complaints at the institutional level. HED indicates that, two years ago, institutions stopped reporting complaints to the department, but that the department will remind them of their obligation to do so beginning January 2008.

At the state level, the statute requires HED to establish a complaint procedure for transfer students who fail to receive credit for courses contained in a transfer module taken at another institution. After pursuing the institution’s complaint procedure, the issue may be brought to HED for investigation and resolution. If the student’s complaint is upheld, the receiving institution shall reimburse the student the complete cost, including tuition, books, and fees for each course the student was required to repeat. HED states that this past year it did not receive any student complaints related to transfers.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



RECEIVED
VIA E-MAIL

December 5, 2007

DEC 05 2007

To: Pauline Rindone, Director, LESC
From: Bill Flores, Deputy Secretary, Higher Education Department;
Jozi De Leon, Co-Chair, Articulation Task Force
Subject: Progress Report of the Articulation Task Force

In compliance with 21-1B-6 NMSA 1978, the Higher Education Department formed an Articulation Task Force composed of representatives of public 2-year, 4-year, and tribal colleges. We are providing this report to update the LESC on the work of the Articulation Task Force. An additional data report will be submitted by Yash Morimoto related to transfer rates and persistence and graduation rates after transfer. We are finding an increasing number of students who 'swirl' from one institution to another, often taking courses at two institutions at the same time. We are also seeing an increase in the number of New Mexico students who transfer to and from other state's higher education institutions.

During the 2006-07 academic years, roughly 33% of students who had attained a bachelor's degree had transferred from another institution at least once during their higher education career. These transfer students had accumulated on average 137 credit hours before completing their Bachelor's degree, compared to 125 credit hours accumulated by those who stayed with a single institution. The graduation rate for those who had transferred to the four year institution remains to be comparable to the average graduation rate found at New Mexico's four year institutions.

Each year HED receives complaints from students or their parents on a variety of issues, including policy violations, denials of lottery scholarship or New Mexico residence, disability issues and transfers. This past year HED did not receive any student complaints related to transfers.

However, we also learned that beginning two years ago higher education institutions stopped reporting complaints to the department. To remedy this situation, effective January 2008, all higher education institutions will be reminded of their statutory obligation to report student complaints to HED. Data provided by the institutions to HED related to transfer complaints will be included in our annual report to LESC.

The Articulation Task Force has been very successful in promoting collaborative work among the higher education institutions resulting in the successful development of several transfer modules. As reported to the LESC two years ago, the Articulation Task force has established a 35-41 hour lower-division statewide General Education Core; a statewide numbering system and crosswalk matrix; competencies for each of the required Areas (I-V); a task force and process to oversee assessment; and disciplinary work groups that developed the competencies and that review new course proposals. Last year, the Articulation Task Force developed and HED approved 64-66 hour transfer modules for three majors: Business, Criminal Justice, and Early Childhood Education.

This year (2007) the Articulation Task Force worked with deans and department heads from nursing, engineering, social work, and teacher education. Transfer modules have been completed for Social Work and Teacher Education and are near completion for Engineering (awaiting slight modification by the Engineering Task Force).

Each fall, higher education institutions can submit course proposals for inclusion in the lower-division General Education Core matrix. This year HED received 124 new course submissions. Disciplinary Committees were established for each of the five areas of General Education and have reviewed course

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proposals for consistency with the guidelines for each area and area competencies. This review should be completed by December 14th. Thereafter, institutions will be notified as to which courses have been approved for inclusion in the statewide matrix. The department intends to update the General Education Core matrix on the HED website by early January 2008.

Based on feedback from the higher education institutions, HED is in the process of reformulating the matrix as an interactive website. A presentation of the Beta-site has been presented at the New Mexico Higher Education Advisors Conference and at the Articulation Task Force. A work group will be established to work with HED to improve the website this next year and to ensure its accuracy and ease of use.

In addition, HED is working with PED and the LESC through the ACHIEVE, Inc. Alignment Institute to 'forward map' math courses taught in high school for alignment with courses requirements for entry-level math courses in college. That process will continue this next year. We also intend to initiate a parallel process with English courses. The Alignment Task Force and the Articulation Task Force will work together on this process.

Work Plan for 2008:

Engineering and Nursing should complete their Transfer modules by March 2008. The Task Force has asked that we investigate other areas to begin the development of transfer modules. We will be circulating a survey to provosts and chief academic officers to initiate new module work groups in early 2008. Possible areas include public health; substance abuse; computer science; digital arts/film arts; and architecture. HED will run an analysis of those majors with a large number of transfer students. Thereafter, a decision will be made as to work areas undertaken for 2008.

Because of the number and variety of disciplinary majors, the task force decided to focus on majors that: 1) are taken by a large number of students; 2) are offered at four or more public institutions; and 3) are majors where a large number of community college students actually transfer to four-year institutions to complete those majors.

HED intends to form a task force to review national trends in General Education. Several national bodies, including the American Council on Education, the American Association of Colleges and Universities, and the National Association of State Universities and Land Grant Colleges, among others, have made recommendations on General Education for the 21st Century. The special Task Force will review those reports and make recommendations for modification of the New Mexico General Education requirements based on the needs of the current and future needs of New Mexico, as well as the need of 21st Century college graduates. This work will proceed throughout 2008-2009 with subsequent report to the LESC with recommendations to update and modify statewide requirements of General Education based on the findings and recommendations of the special task force.

Cc: Reed Dasenbrock, Secretary of Higher Education
Articulation Task Force
Rick Miera, Chair, LESC

TRANSFER HEAD COUNT BY SEMESTER AND ORIGIN

INST	CAMPUS	Transfer from IHE's within NM			Transfers from IHE's outside NM		
		Sum 06	Fall 06	Spr 07	Sum 06	Fall 06	Spr 07
Clovis CC	Main	91	161	108	79	146	175
Central NMCC	Main	671	883	608	321	634	458
Central NMCC	UNM Site		14	12	2	7	8
ENMU	Main	23	220	93	10	96	56
ENMU	Roswell Branch	96	206	131	118	217	168
ENMU	Ruidoso Center	6	44	23	4	21	14
Luna CC	Main	6	37	62	5	21	24
Mesalands CC	Main	10	18	20	6	19	14
NMHU	Main	119	262	133	14	143	43
NM Tech	Main	11	40	16	4	23	12
NMJC	Main	25	39	27	24	63	58
NMMI	Main		8	1		25	11
NMSU	Alamogordo Branch	8	20	16	35	128	120
NMSU	Carlsbad Branch	7	23	22	11	29	37
NMSU	Dona Ana Branch	17	109	63	33	210	135
NMSU	Grants Branch	7	23	20	1	17	15
NMSU	Main	40	218	79	91	452	266
Northern NMC	El Rito	74	165	168	79	148	119
SFCC	Main	139	199	186	172	273	314
SJC	Main	38	69	32	30	148	107
UNM	Gallup Branch	11	52	27		100	85
UNM	Los Alamos Branch	14	27	18	29	57	45
UNM	Main	141	822	465	335	640	357
UNM	Taos Center	4	27	11	14	86	79
UNM	Valencia Branch	15	52	37	15	43	46
WNMU	Main	5	59	34	15	98	35

TRANSFERS WITHIN NM 1994-2006

Acad. Year	State-wide Enrollment	Transfers within NM	Ratio
1994	126,296	5,163	4%
1995	139,691	8,258	6%
1996	140,175	7,930	6%
1997	141,088	8,186	6%
1998	141,717	7,432	5%
1999	142,645	7,756	5%
2000	143,667	8,529	6%
2001	147,396	8,464	6%
2002	153,897	8,593	6%
2003	161,762	8,625	5%
2004	162,913	7,966	5%
2005	160,903	8,049	5%
2006	161,136	7,439	5%

ADDITIONAL DATA REGARDING TRANSFER STUDENTS IN NM FOR THE 2006 ACADEMIC YEAR:

Of students who attained a baccalaureate degree in 2006:

* Approximately 22% of students had transferred from a postsecondary public institution within NM at some point during their academic career.

* The average ratio of credits earned by those who had transferred to those who did not before attaining a degree was 137:125.

Regarding student persistence from Fall 2006 to Spring 2007:

* Approximately 73% of those who had transferred from a postsecondary public institution within NM in Fall 2006 to a four-year institution persisted to the following spring semester, compared with approximately 79% percent overall.

First-time Freshman who later transferred

Acad. Yr.	From Inst	To Inst	Headcount	Total/Yr
1994	2-year	2-year	1305	4962
1994	2-year	4-year	1733	
1994	4-year	2-year	1258	
1994	4-year	4-year	666	
1995	2-year	2-year	1399	5036
1995	2-year	4-year	1632	
1995	4-year	2-year	1360	
1995	4-year	4-year	645	
1996	2-year	2-year	1424	4960
1996	2-year	4-year	1656	
1996	4-year	2-year	1287	
1996	4-year	4-year	593	
1997	2-year	2-year	1223	4482
1997	2-year	4-year	1358	
1997	4-year	2-year	1349	
1997	4-year	4-year	552	
1998	2-year	2-year	934	4455
1998	2-year	4-year	1212	
1998	4-year	2-year	1673	
1998	4-year	4-year	636	
1999	2-year	2-year	1229	4456
1999	2-year	4-year	1067	
1999	4-year	2-year	1627	
1999	4-year	4-year	533	
2000	2-year	2-year	1086	4205
2000	2-year	4-year	1048	
2000	4-year	2-year	1521	
2000	4-year	4-year	550	
2001	2-year	2-year	1136	4130
2001	2-year	4-year	1098	
2001	4-year	2-year	1381	
2001	4-year	4-year	515	
2002	2-year	2-year	1154	4087
2002	2-year	4-year	1145	
2002	4-year	2-year	1362	
2002	4-year	4-year	426	
2003	2-year	2-year	1076	3667
2003	2-year	4-year	994	
2003	4-year	2-year	1198	
2003	4-year	4-year	399	
2004	2-year	2-year	960	3036
2004	2-year	4-year	760	
2004	4-year	2-year	977	
2004	4-year	4-year	339	
2005	2-year	2-year	641	1946
2005	2-year	4-year	503	
2005	4-year	2-year	612	
2005	4-year	4-year	190	
2006	2-year	2-year	331	784
2006	2-year	4-year	279	
2006	4-year	2-year	124	
2006	4-year	4-year	50	

ETHNICITY OF TRANSFER STUDENTS WITHIN NM								
	Asian or Pacific Islander	Black, non- Hispanic	Hispanic	Native American	No response	Non- resident Alien	White, non- Hispanic	TOTAL
1994	53	57	1722	385	118	12	2822	5169
1995	123	165	2680	588	292	17	4400	8265
1996	113	158	2607	575	332	16	4136	7937
1997	109	140	2837	650	417	19	4029	8201
1998	131	172	2599	586	375	24	3558	7445
1999	142	143	2745	636	405	19	3678	7768
2000	130	191	3036	689	631	27	3841	8545
2001	135	159	3051	722	555	24	3830	8476
2002	184	204	3077	643	542	19	3938	8607
2003	145	226	3182	687	578	10	3808	8636
2004	133	221	2866	640	537	11	3569	7977
2005	130	203	2859	563	659	22	3634	8070
2006	134	194	2826	597	632	24	3049	7456